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ABSTRACT

This report describes an administrator training program model in which a district-selected trainee and a practicing school administrator in an extern-intern approach work closely with the university and the local school system. Under this system, a trainee would enter a planned administrator training program at an approved institution of higher education that would tailor a joint program to include both the trainee and the practicing administrator. The projected program includes (1) a summer session on campus for both trainee and administrator, (2) a full-time fall quarter for the trainee, (3) a winter quarter for the practicing administrator on campus, while the trainee fills in for him, and (5) an elective summer session for one or for both. (Author/MLF)

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THE PAIRED ADMINISTRATOR TEAM CONCEPT: A PROMISING ADMINISTRATOR TRAINING MODEL

There recently has been considerable support available for training of educational personnel through the Education Professions Development Act (EPDA), an extension of Title V-C of the Higher Education Act of 1965. Since 1968, administrator training programs have developed new models for training administrators in an attempt to make economic and efficient use of available funds.

The Department of Educational Administration and Supervision at The University of Tennessee has developed during its four years of participation in EPDA programming, several innovative approaches to the preparation of educational administrators.[1] One of the most promising components of the new program is the "paired team" concept of administrator preparation.

This model has many advantages over previous approaches, not the least of which is the possibility that school districts could support it without external funding. The program provides an unusually economic training model. The model involves an extern-intern approach in which the

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[1]For an explication of some of these features see for example: Larry W. Hughes and C. K. Tanner, "An Evaluation Procedure for a New Program to Prepare Administrator Change Agents," (Educational Administration Quarterly, Spring 1970); C. M. Achilles, Larry W. Hughes, et al., "Using the Humanities in Administrator Preparation," A Symposium paper (AERA Annual Meeting, March 1970); Larry W. Hughes and G. C. Ubben, "New Leadership for the Secondary Schools," (NASSP Bulletin, September 1970); Larry W. Hughes and G. C. Ubben, "Preparation Programs for Top Level Negro Public School Administrators," (Journal of Negro Education, Spring 1969); Larry W. Hughes, "Change Agents for Appalachia," (Appalachian Advance, March 1969); C. M. Achilles, "Innovations in Preparation Programs: The Humanities in Educational Administrator Preparation," The UCEA Newsletter, October, 1970.

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extern and intern participate as a team working closely with the university and the local school system.

By extending the "pairing" concept and relating it to exemplary programs or project activities, the paired administrator concept can include a wide range of desirable training activities, such as: full-time preservice programming for a new administrator, a full-time, mid-career training break for an experienced administrator; a planned internship; built-in cooperative supervision for the intern; attention to socialization of the new administrator into an administrative role; development of a community support system for change; development of a framework for professional dialogue between the trainee and the practicing administrator; a team approach to change processes; community and school involvement in problem identification, planning, and implementation of solutions; opportunities for new and practicing administrators to "individualize" their training programs around local district problems and to solve those real problems; orderly personnel selection and training processes for local district leadership, and a continuum of training from preservice through inservice. Each program activity will be discussed briefly with attention to its relevancy for the total paired administrator concept.

Mechanics of the Program

Unusual economy is demonstrated through the paired administrator concept. A local district identifies a person who has already displayed quality characteristics of educational leadership which portend success

in administration. This person is "paired" with a practicing school administrator. (Although basic tenets of concepts described in the following article could be applied to any level of administration, for purposes of explanation and description, application will be to the secondary administrative team composed of principal and assistant principals.)

The newly-identified administrator applies for full-time student assistance (if possible) or obtains a sabbatical from the local district to enter a planned administrator training program at an approved institution of higher education which tailors a joint program for trainee and practicing administrator as a "paired administrative team." This program would typically include: (1) a summer session on campus for both; (2) a full-time fall quarter for the new administrator on campus; (3) a winter quarter when the two change roles--the new administrator interns in the role of the practicing administrator while the practicing administrator (a) attends the university full time on full salary for mid-career training, and (b) assists in internship supervision (this may require the university to consider some scheduling adjustments which are described later); (4) a spring quarter when the trainee returns to campus and the practicing administrator assumes his original principalship role; and (5) an elective summer session to round out the program plan. Figure 1 depicts elements of this training structure.

The initial summer program provides for electives for both team members as well as for some core or group programming which both participate in as a team. This full-time study in residence provides both an opportunity to discuss, review and analyze local educational problems.

PRIMARY LOCATION	Summer	At school opening	Fall	Winter	Spring	At school closing	Summer
CAMPUS	A,B		A	B*	A		A; or A,B: or B
IN DISTRICT		A,B	B	A	B	A,B	(as elective)

A = new administrator
B = practicing administrator
* = B serves while retaining full salary

Figure 1

Training Structure

This program, as designed for maximum success, should be conducted with reasonbale proximity between the local school district and the institution of higher education since intense local school involvement is possible (and most important) in program development and in the training process. There is also provision for built-in supervision of the new administrator's internship by the practicing administrator as a logical extension of the first quarter's observation and participation in school operation by the new administrator. During his first quarter of full-time residence, the trainee should spend at least one day per week observing in the school and assisting the principal as a follow-up to approximately two weeks of full-time administration work in the school as it opens for the fall.

During the second quarter, while the principal is in full-time residence study, he should return to the school approximately one day per week to assist and supervise the trainee serving the internship. The experienced administrator assists university personnel in supervising the internship and retains contact with his schools. When the trainee returns to campus for the spring quarter, he continues his weekly activities in the local school. Thus, as shown in Figure 1, the trainee has full-time study opportunities on campus during a summer, fall, spring and possibly a second summer, as well as a planned full-time internship in familiar surroundings. This allows the trainee to complete course work requirements for the Master's or Educational Specialist degree, depending upon where he was at entry to the program.

The experienced administrator has the opportunity to spend a summer, winter, and possibly a second summer in full-time study with part-time study interspersed, allowing him to complete--or nearly complete--requirements for the Educational Specialist (or sixth-year program) during a continuous, planned, mid-career training program. An extensive externship is thus provided.

By immersing the administrator trainee in school administrative processes during a full year of training, and by his serving as an administrator during the internship, attention is given to "socialization" into the administrator role, thus easing transition from teacher to administrator. Supervision by the experienced administrator develops a team approach to identification and solution of administrative problems and allows the team to work on real problems. An outside "consultant-eye-view" while in the supervision role helps the experienced administrator gain a new perspective of his school.

After summer session and before the start of fall quarter, the paired administrator team works together with representatives of the local district to identify school-related problems that need attention and to plan strategies for approaching the problem(s) which will form the program core for both team members during the year, and be the focus of independent study (papers, theses, etc.). Throughout the training year, team members, through study, seek alternatives and solutions to the problem(s). University personnel, while supervising internships and by holding seminars in the local school, continuously assist the team in providing information, alternatives, and tested change strategies to local personnel regarding problem solutions. Near the end of the formal program, the team members should be ready to report suggested courses of action to the district. At this time, they may again work closely with local district groups to obtain help and advice for implementing the new ideas. This relationship is portrayed in Figure 2.

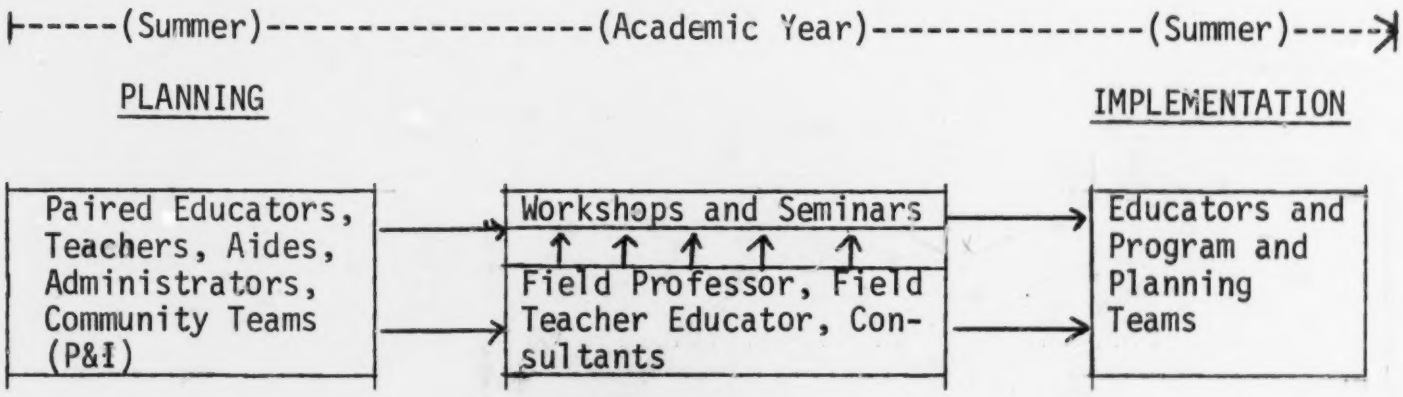

Figure 2

Diagram of P&I Teams and Continuing Interaction to Develop Support System for Educational Improvement in Local District

Throughout the year, as the administrator team members pursue their programs, they continue to work closely with local groups to help develop a support system for change within the local school. Further, with two persons from the same school working together, the development of a personal support system for change is possible. A single person who goes away and comes back with ideas often has trouble in implementing these ideas; a new administrator brought into an ongoing operation often does not have ready and open access to professional dialogue with other administrators. By jointly training the new administrator and a practicing administrator (who hypothetically will serve in a principal-assistant principal relationship after the training program), structure for support and dialogue is built in.

The team approach to change provided by this paired administrator concept should provide both persons with a plan for implementation of new ideas, and also with an awareness both of strategies of the change process and of usual roadblocks to change.

Crucial to this concept, however, is the fact that preservice and inservice training are no longer seen as discrete elements; they are a continuum. They are, in fact, planned extensions of the continuous self-renewal process necessary for growth and development of administrators and, for that matter, of all individuals. In this program there is no longer the clear distinction between the university and the "real" world, between academia and the local school; the program provides continuous interaction between campus and local school.

Of most importance is the unusual economy provided: two persons are provided planned training experiences for approximately the cost of

one full-time student. This is effected by the released time of the experienced administrator for one quarter on full salary. At the same time, the local district does not lose any manpower in actual operation of its programs. In effect, it gains about one-fifth of a person throughout the course of a year (both team members spend about one day per week in the school during their full-time study periods), and the local school district has direct input and influence on the training of its future leaders.

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